Eucharistic Visitor

Facilitator's Guide

Episcopal Church
Diocese of Michigan
Office of LifeLong Learning
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Table of Contents

DAY ONE

Session I: Laying the Foundation for Eucharistic Visitor Ministry

Part One: Opening . . . . . Pages 3-4
Part Two: Getting to Know One Another . . . . . Page 4-5
Part Three: General Considerations of Eucharistic Visitor Ministry . . . . . Pages 6-8
Part Four: Canon Regarding Eucharistic Visitor Ministry . . . . . Page 8
Part Five: Theology of Eucharistic Visitor Ministry . . . . . Pages 8-9
Part Six: Eucharistic Visitor Ministry – Brief History . . . . . Page 9
Part Seven: Needs of the Congregation & Eucharistic Visitor Ministry . . . . . Page 10
Part Eight: Ministry – Body of Christ – Being Present . . . . . Pages 10-11

Session II: This Ministry & Service

Part Nine: Preparation for Ministry – Gifts . . . . . Pages 12-15
Part Ten: One's Own Life of Prayer & Worship . . . . . Pages 15-16
Part Eleven: Preparation for Ministry -- Skills . . . . . Pages 17
Part Twelve: Listening, Listening, Listening . . . . . Pages 17-21
Part Thirteen: People Say the Darndest Things & Confidentiality . . . . . Pages 21
Part Thirteen-A: Practical Things & Practice . . . . . Page 22
Part Fourteen: The Week Before the Visit . . . . . Page 23

Session III: Who Will You Encounter & Where Will You Encounter Them?

Part Fifteen: The Psychology of the Sick Bed . . . . . Pages 24-25

Session IV: The Visit

Part Sixteen: The Visit – Immediate Preparation . . . . . Pages 25-26
Part Seventeen: What You Do & Why; What You Will Take, etc . . . . . Page 26
Part Eighteen: The Rite . . . . . Page 26
Part Nineteen: After the Visit . . . . . Page 27
Part Twenty: Closing of Day One . . . . . Page 27

DAY TWO

Session V:

Part Twenty-one: Welcome, Opening Prayer, & Reconnecting . . . . . Page 28
Part Twenty-two: Debriefing the Visit . . . . . Page 28-29
Part Twenty-three: Setting a Commissioning Date . . . . . Page 30
Part Twenty-four: Closing of Day Two . . . . . Page 31

Appendix A: Role Play(s) . . . . . Page 32

Session I: Laying the Foundation for Eucharistic Visitor Ministry

Part One – Opening

Say a prayer of your own, or the following one….➥

" Almighty and eternal God, draw our hearts to you, guide our minds, fill our imaginations, and control our wills, that we may be wholly yours, utterly dedicated unto you; then, use us, we pray, as you will, and always to your glory, and for the welfare of your people. We ask this prayer in the name of our Lord and Savior, Jesus Christ. Amen."

Cover each of the points listed here. ➥

- ✎ **Welcome** participants
- ✎ **Introduce** yourself & co-facilitator
- ✎ **Thank** hosting congregation
- ✎ **Give** directions to restrooms, fire exits, coffee, etc.
- ✎ **Invite** donations & **distribute** attendance sheet
- ✎ **Review** session's agenda:

Review the Agenda [NOTE: The copy of the agenda in next column is more complete than the participant's copy…as it breaks out all points covered in the session and theirs only highlights each major module.]

Say: *"Your copy of the agenda can be found…"* Sometimes, questions will cause you to cover an agenda item out of order:

Agenda

Session One

Opening	(Part One)
Getting to Know One Another	(Part Two)
General Considerations of Ministry	(Part Three)
Canons re Eucharistic Visitor Ministry	(Part Four)
Theology of the Eucharistic Visitor Ministry	(Part Five)
Eucharistic Visitor Ministry: Brief History	(Part Six)
Needs of the Congregation & Eucharistic Visitor Ministry	(Part Seven)
Ministry – Body of Christ – Being Present	(Part Eight)
Preparation for Ministry – Gifts	(Part Nine)
One's Own Life of Prayer & Worship	(Part Ten)
Preparation for Ministry – Skills: Things	(Part Eleven)
Listening, Listening, and More Listening	(Part Twelve)
People Say …. & Confidentiality	(Part Thirteen)
Week Before the Visit	(Part Fourteen)
Psychology of the Sick Bed	(Part Fifteen)
The Visit	(Part Sixteen)
What You Do & Why; etc…	(Part Seventeen)
The Rite	(Part Eighteen)
After the Visit	(Part Nineteen)
Closing of Day One	(Part Twenty)

Session Two

Welcome, Opening Prayer, & ….	(Part Twenty-one)
Debriefing Your EV Visit	(Part Twenty-two)
Setting a Commissioning Date	(Part Twenty-three)

Goals of this Workshop

Review each of the goals of the Workshop.
[Display goals on flip chart, overhead transparency, or place mat.]

Say: "*At the end of the workshop we will look at these again to see if we have met our goals."*

Eucharistic Visitor Workshop Goals

- To recognize, affirm, and certify your call to be a Eucharistic Visitor.
- To recognize and use your gifts in your ministry as a Eucharistic Visitor.
- To identify and strengthen skills needed as a Eucharistic Visitor.
- To be able to articulate your Eucharistic Visitor ministry.
- To build a theological and spiritual foundation for Eucharistic Visitor Ministry within the Episcopal Diocese

Part Two Getting to Know One Another

Set up & facilitate Activity
[Total Time = 20 minutes]
KEEP A FAST PACE. If people have too long, they begin to analyze things….idea is to give them practice speaking in front of others, get to know names to faces, to have a little fun, to value how we are the same and yet different.

Note: It is important at this stage to begin to develop trust within the group, as they begin to share more personal information with one another and to listen to others who share information with them.

Option: If you have another getting acquainted activity you want to use instead, please do so.

The Activity

1) Ask people to write their name, parish & city, and name of a favorite flower on a sheet of paper. **Note**: instead of flower, you might say vegetable or car or tree or whatever else you think appropriate.

2) Ask them to quickly draw [not an art class, but a class on ministry...so don't worry what it looks like, God made us all artists] a picture of their favorite flower. **NOTE:** You, and your co-facilitator if there is one, do the activity as well.

3) Then, ask each person to write and complete this sentence: "I am like a/an because....." Caution them to be brief...not an essay.

4) Ask them to partner up with someone they have not met or with someone they no little about. They are to introduce themselves to their partners.

Note: A "Round Robin" is an effective facilitation tool…it allows each person an opportunity to participate and it is a means for facilitator to pause, listen, and capture information. DO ALLOW PEOPLE OPPORTUNITY TO PASS ONCE…TO COLLECT THEIR THOUGHTS/OVERCOME SHYNESS.

5) After a few minutes of partner discussion, do a "Round Robin" to get name, parish & city, flower & why from each person, including facilitators. [Can be seated during this part.]

6) After last person, ask all to stand, hold up the pictures in front of themselves, and to take note of the similarities and differences among them...God's blessing .... diversity ....

7) Thank them for participating.

Transition to first module, Say ➥

We come from a variety of backgrounds as do the people to whom we carry the sacraments. We must begin to understand how we are alike and yet different. Today, for example, we share a common ministry: to love and serve the Lord. What that means, looks like or feels like may be perceived differently by each of us and those we serve, and yet, what is common between us enables and empowers our ministry. Let's begin our work together by reading and studying Catherine Stewart Reacht's poem, "The Communion."

{The Activity begins on next page!}

Read and Discuss Catharine Stewart Reacht's poem: "The Communion" [*as taken from Images: Women in Transition" compiled by Janice Grana]*
Facilitation Hints/Guide:

NOTE: If the group is large, ask them to work in table groups…or in small groups of four or five….
Allow ___ mins for table discussion.

Put directions on flip chart or transparency & display for all to see.

1) Ask people to read the poem silently to themselves first.
2) When done reading, place the poem on the table…a signal when all are done.
3) Initial thinking…how are they alike? Different?
4) Discuss at tables what they think the poem is about? What happens between the two people? Why?

Bring people together for across the room discussion of points below. Allow ___ mins for this discussion.

Activity

"The Communion" by C.S. Reacht
Blind and alone she sat on her bed
and sang
an old hymn
from an old church.
She sang for herself.
Her sound came from somewhere
deep in her being,
to sing was her need.
Her needing made me stop.
And somewhere between her singing
and my stopping
something happened
that had never happened
before.
I entered her room.
I said in faulted Spanish:
I come with God
with Jesucristo
for you.
She shook into tears.
I come with the Holy Communion
El Cuerpo
de Jesucristo
pro tu.
She began to nod
and her blind, closed eyes wept.
Somehow her desire had reached
me and the surprise and joy
could not be contained in words or smiles.
And she said: I was so alone.
And I said: Jesu cristo has come;
I have come; and I held her
and tried to talk
but we were beyond words.

Poem Across the Room Discussion Questions/Points to Cover: ➥

1) Point: There are two people in this poem – an old woman and a visitor.
1) Point: The poem is about separation, about the gap between the two people.
2) Question: What separates the woman? – blindness; loneliness
3) Question: What separates the visitor? –

language, unfamiliarity, tentativeness

4) Question: How is the separation overcome? – visitor using faulted Spanish/English...words saying "I come with God" – the bearing of God
5) Question: What does the woman receive?
6) Question: What does the visitor receive?
7) Question: How do you think the poem ends? What has changed? – [The separation is bridged; the gap is filled; both know themselves to be the members of the Body of Christ.....]

Summarize, using your own words, the learning the poem offers us as Eucharistic Visitors.

Transition: Connect this learning to… Mission of the Church: This is what it is all about! ➥

"What it is all about" – is a way of saying "this is why the church" – what the church is for – this bridging of gaps – of healing separations. It is another way of saying all of this is to talk about the 'Mission of the Church.'"

Say ▼
"Here are our answers [read or ask another to read from BCP] for why and for what the church exists." ➥

✎ Open your BCP, to page 855 (The Catechism).
✎ Note the order of things. The Catechism asks:
   a. "What is the Mission of the Church?" Then,
   b. "How does the Church pursue its mission?" And then,
   c. "Through whom does the Church carry out its mission?"

"Let's now examine, the who! The Ministers of the Church:" ➥
Discussion here needs to focus on – though there may be a separation of orders, there is no hierarchy, and that all orders are equal and share the same responsibility. Be careful not to use levels, or other wording that might infer preference or superiority of one order over another…

✎ THE MINISTRY: Who are the ministers of the church? Again, note the order of things. What are they all to do?
   a. Represent Christ and his Church;
   b. Bear witness to him wherever they may be....;
   c. Do the work of reconciliation according to the gifts each has been given;
   d. Assume appropriate responsibility for the life, worship and governance of the Church.

POINT: The laity are primary ministers of the Church. They are the normative Christians, the means through whom Christ enters the world and participates in every aspect of human activity.
POINT: All of this is the ministry of Christ as expressed in his body, the Church.
POINT: All are called to active participation in worship.

If time allows, read about the ministries of bishop, priest, and deacon as well…or assign as homework.
Transition to the Canons which help us define this ministry.

Part Four Canon regarding Eucharistic Visitor Ministry

Display & review the transparency covering Eucharistic Visitor. Make this point … ➥

☆ The theology of this ministry is supported by the church through its canon. The canon defines your ministry's purpose.

Eucharistic Visitor….

Transition to the theology that underpins Eucharistic Visitor ministry

Part Five Theology of Eucharistic Visitor Ministry: What you bring & who you are.

Lecturette
Assure these points are made… ➥

[Note: A lecturette provides the facilitator opportunity to cover subject in a short period of time. Be brief but thorough. Allow enough time for comments and questions as they provide even greater opportunity for learning.]

1) Bound up with the beautiful and powerful image – "The Body of Christ"
2) The Eucharistic Visitor bears the Body of Christ in the Elements of Bread and Wine.
3) The Eucharistic Visitor re-presents the Body of Christ, the community of Faith, the Church – fresh from its most significant work – worship – extending the altar rail, moving it out to include everyone.
4) Sometimes another metaphor is used instead of "The Body of Christ" use "The Bread of Life."
5) The implications for the individual parishioner are too unique and particular to be enumerated. "The Body of Christ" or "The Bread of Life," it all has to do, though with communion – with reconciling those separated in body, mind, or spirit...
6) The Body of Christ is the bread of life

precisely because in ways unexplained and unexplainable, it "plugs people in"...

7) Being there – with the symbol and spirit and meaning we don't even begin to control – focused on this specific individual. That's an enormous gift: time given up, devoted to, one person – uncluttered – that is real presence.

8) Healing – the authentic and honest meeting of two broken people – the Visitor and the visited – in the context of Communion – for communion. Both get better and nobody knows why. Think back to the poem: ASK: "How did two people feel afterward?" "The Communion" is about connecting and healing. The challenge is "to be" the presence of Jesus as much as "to bring" the sacramental presence of Jesus."

End lecturette by asking for questions/comments and transitioning to next segment.

9) Hope – the worst things that happen will not separate us from the Love of God in Christ – an audacious statement – one requiring from us both faith and strength.

10) Community nature of Ministry

You might say.....➥

We have ____ minutes to consider your comments or questions before we move on to the next segment of our learning...so, don't be shy....

Part Six

Eucharistic Visitor Ministry: Brief History

Lecturette: Talk briefly how this ministry has changed hands since the days of the early church. You might say...➥

The role of laity in worship has changed over the centuries, indeed, this is true of each of the orders of the Church. The time before clear distinctions among the orders – before bishops, priests, deacons – were fixed, laity saw to it that those who were ill or otherwise unable to attend church received communion. There was a time when this ministry was taken away from the laity...and performed only by clergy. Thanks be to God, this has reverted back to what the early Christians saw as the ministry of the people, the laity.

Transition next segment...➥

"We've considered briefly the theology, the history, and the canonical foundation for this ministry...let us now consider the needs of our congregations..."

Part Seven

The Needs of the Congregation

Break into small groups or discuss across the room....
Display transparency....➥
Ask them to consider & share their congregational needs.

1) Chronically ill
2) Acutely ill
3) Confined or seasonally confined individuals
4) Other ...

Transition to next segment...
Say ➥

When we consider the members of our congregations, we need to see them as members of the Body of Christ, of a shared community....

Part Eight

Ministry – The Body of Christ –Being Present

Lecturette... Use your own words or these, but be sure to cover all the points. ➥

"Preparation for Ministry: A ministry of Presence; a ministry of healing; a ministry of hope

This [module] is about noticing.

1. Noticing one's self.
2. Noticing God and God's operations.
3. Noticing the one to whom you minister

Noticing is not quite the right word – it sounds too casual and accidental. But "observing" sounds too clinical. What we are talking about is sensitivity – some heightened awareness of who you are in a given situation, who God is and what God is doing – and who is the other person, the one administered to – what is going on within and behind the words."

ACTIVITY
****OPTIONAL****

Set up this brief activity to bring home what you mean by "noticing"....

Be sure to carefully set this poem up if you choose to use it. If you choose not to use it, create another activity/discussion that revolves around "noticing."

Use your own words or these....➥
Say..."*first let us read to the poem to ourselves...*"
Then,
Ask..."*who would like to read the poem aloud for us?*"

"Let us look at a poem by Emily Dickinson that touches on this subject of noticing:"

Transparency text box with poem on next page.

Now…Ask: *"When might perception [a person's view point, paradigm] change?"* Facilitate discussion around what is needed for perception to change.

Point: Perception will change if one receives new information, gains new knowledge, or experiences a crisis.

"In this poem, perception changes in the context of tragedy – Dying made nature different – noticed smallest things by this great light as if Italicized –"

Ask: *"what about others? – a blame to go on…. ? a jealousy for her arose…? an awful leisure …?"*

Facilitate discussion…and draw discussion to a close…making the point about need to "notice"…

Transition to next segment…
NOTE: We are shifting from intro & foundation for ministry to the skills & gifts for ministry.

"The last night that she lived" [from Final Harvest: Emily Dickinson's Poems", T. H. Johnson, ed. , 422 (1100)]

The last Night that She lived
It was a Common Night
Except the Dying – this to Us
Made Nature different

We noticed smallest things –
Things overlooked before
By this great light upon our Minds
Italicized – as 'twere.

As We went out and in
Between Her final Room
And Rooms where Those to be alive
Tomorrow were, a Blame

That Others could exist
While She must finish quite
A Jealousy for her arose
So nearly infinite –

We waited while She passed –
It was a narrow time –
Too jostled were our Souls to speak
At length the notice came.

She mentioned, and forgot –
Then lightly as a Reed
Bent to Water, struggled scarce
Consented, and was dead –

And we – We placed the Hair
And drew the head erect
And then an awful leisure was

SESSION II: This Ministry and Service?

Part Nine: Preparation for ministry – Gifts

Say … ➥

Let's explore the kinds of attributes, which in part contribute to our ability to notice, and which you think one might need for Eucharistic Visitor ministry in a brainstorming activity.

Ask … ➥

Say … ➥

How many of you are familiar with brainstorming? Let's do a quick review to be sure everyone is on the same page....

- Brainstorming is a tool a group uses to begin collecting many ideas/thoughts/concerns on a particular issue from its members.
- Each member is given time to collect his/her own thoughts and then time is allowed so as many responses as possible are collected and then considered by all.
- There are a few rules we should follow to assure the best results:
  1) All ideas are valuable;
  2) repeated ideas are valuable;
  3) build on the ideas you hear;
  4) the more ideas captured, the better;
  5) after all ideas are collected, group evaluates the ideas and chooses which are valuable for their purpose...

"Okay? Questions? Comments? Let's brainstorm responses to this question:"

NOTE: Quickly cover the main points for brainstorming.

Allow _____ minutes to brainstorm in their small or table groups. [You may choose to brainstorm as one large group…rules still apply.]

Bring groups together… and ask each group to report out their results [collect their responses on a transparency/flip chart]…as you move from group to group, ask for new thoughts only…that is, no need to repeat already reported attributes…

Summarize what you have heard….and then

Display & ask ➥

What kinds of attributes might one need for this kind of ministry?

Say….➥

Point: "Some attributes we might classify as gifts – we are endowed with them; we already possess them. Our task regarding gifts is to discern, own, and refine them."

Point: Some we might define as skills – they are learn-able, acquirable. Our task is simply to acquire them.

Now, begin to say…words about St. Paul and his discussion about the many gifts given … how they differ and are unique unto themselves and how it takes many gifts…. Make this point… ➥

Point: Gifts – St. Paul … Our uniqueness and one ingredient for a fulfilling ministry is the use of the gifts that are ours….otherwise, we become frustrated. When we talk about being the presence of Christ as well as bearing the sacramental presence of Christ – we are talking about applying our gifts.

Display the transparency/flip chart on which you collected the attributes they identified and ask them to identify which of these attributes are gifts…. Circle/Highlight those they identify…Ask them now to add to the list…other gifts needed for this ministry…Tell them this list is not meant to be complete or exhaustive.

Gifts Needed for Eucharistic Visitor Ministry identified on _____

After collection/identification of gifts or attributes clarified as gifts…Assign the Bible Study and "Beginning Process for Discerning One's Own Spiritual Gifts" as homework.

Display & Review the directions for homework on flip chart or transparency ➥

NOTE: The Bible Study, Process for Discerning Gifts, and Short List of Gifts of Spirit is in the participant workbooks.

Homework Instructions

- ***Read, study, and pray Bible passages on handout.***
- ***Complete the "Beginning Process for Discerning One's Gifts."***
- ***Explain that you will not ask them to share the***

Review the process ➥

Beginning Process for Discerning One's Own Spiritual Gifts
[The Eucharistic Life, Clare T. Pelkey, CSJ.]

- ***Ask Others***
  Often it is others who experience the outpouring of our gifts before we are consciously aware of what it is we offer them. It is fair to ask a trusted and honest friend questions like the following:
  - ***What is it that others seek from me?***
  - ***What do you seem to glean from me and from my presence:***
  - ***Do I offer in our relationship any of following signs of new life – peace, love, joy, a renewed spirit, affirmation, a listening heart, consolation, strength in meeting life's challenges?***
- ***Ask God***
  In disciplined reflection on your own experience, in prayer, reflect on the following:
  - ***a. In your mind's eye watch yourself doing what you most love to do. Pay attention to any images that cross your mind and ponder their meaning. What is the gift you see to be the root of your actions?***
  - ***b. When am I the happiest? – with whom? – doing what? – when? – where?***
  - ***c. What gives me life or energy? What tires me?***
  - ***d. What do I like? Dislike?***
  - ***e. What is my greatest strength? My greatest weakness?***
  - ***f. What might be barriers that keep me from discovering my gift(s)? [Note: Barriers may be internal or external;***

{Bible Study on next page....}

Bible study:

"I wish that all were as I myself am. But each has a particular gift from God, one having one kind and another a different kind."
I Corinthians 7:7

Say … *"here are a few Gifts of the Spirit for you to consider as you prepare for Eucharistic Ministry…."* ➥

Allow a few minutes to review this short list of Gifts of the Spirit…ask for questions and/or comments….

Say *"These gifts are sometimes "read out" in roles that are more familiar to modern people. Roles like teaching, evangelizing, encouraging, interpreting or communicating or mediating, comforting, challenging, ordaining or administering, and counseling.."*

Some Gifts of the Spirit

Wisdom – not only knowing how things really are, but accepting that reality.

Understanding – perceptiveness, being able to analyze complex issues and seeing interconnections

Counsel – the capacity to feel with and to share

Knowledge – not just being informed, but also having good judgement, knowing what works and what doesn't work

Piety – a responsiveness to "What really matters," to holiness. An ability to express joy, wonder, fear and fascination.

Fortitude – the internal capacity to persevere, single-mindedness in a just cause

Transition to next segment on prayer life….

Part Ten: One's Own Life of Prayer & Worship

Say …➥

Just as prayer helps us discern our gifted-ness – it leads to a deeper knowledge and security generally – it is a way of sensitizing ourselves to the subtle/small things that operate in our sacramental visiting. Prayer is a way of noticing.

Display & Say ➥

Here are a few ways to deepen your prayer life and increase your noticing ....."

Tips for Deepening Your Prayer Life

1) ***Regularity – same time of day; same place***
2) ***Focus or centering object, such as a candle, picture, icon, and so forth.***
3) ***Fasting – stillness, limiting distractions, fast from television [amount or types of programs watched], …***
4) ***Beauty – immerse oneself in the beautiful … this contributes to one's readiness for prayer – can be visual, such as movies, paintings, sculpture, …or audio, such as music, …. or can be kinesthetic, such as dance, sport, or nature….***

Lecturette & Discussion on Spiritual Growth: Say …➥

As we look at how we deepen our prayer life, we should consider how we will continue to grow spiritually. There are numerous ways to grow spiritually and need to be selected according to each person's personality, needs, and resources.

….and then ask ….➥

Capture their additions on a flip chart or transparency….

Here are a few to consider...what others can you think of ?

Ways to Deepen Prayer Life….

A. Cursillo
B. Retreats
C. This group …
D. Others …

Summarize "Gifts" and make these points….➥

- Given by the Holy Spirit – not acquired, only perfected;
- At least one per customer;
- Being the Presence of Christ, as much as baring it, requires the expression of one's uniqueness and it requires continuing growth in the Spiritual Life of Christ, so that Christ might live in us.

Part Eleven Skills: Things we learn to a greater or lesser degree

Communion opens up many levels of communication.

Display & Review these questions ➥
...so Eucharistic Ministers look at themselves, the person they are serving, the congregation/community...

Some questions to ask yourself, and answer for yourself, as you prepare for the Eucharistic visit.

- ***A) What do you know?***
- ***B) What do you expect?***
- ***C) Do you feel anything must happen?***
- ***D) What is your responsibility?***

Transition to communication skill, Listening

Part Twelve Listening, Listening, Listening

Lecturette
Use your own words or these...➥ but be sure to cover the different levels of listening...

By a show of hands, how many of you have had many classes on how to write? On public speaking? [Take time to observe....most should raise their hands....] Now...how many of you have had several classes in how to listen effectively? Note...the difference!

When we are in communication with others, much of our time is spent listening.... Let's explore "listening" a bit....by first identifying the "Levels of Listening."

Transparency Text Box on next page

NOTE: Quickly move through the levels giving or asking for personal examples of each...

Levels of Listening

<u>Ignoring</u> – making no effort to listen.

Pretend listening – making believe or giving the appearance you are listening.

<u>Selective listening</u> – hearing only the parts of the conversation that interest you.

<u>Attentive listening</u> – paying attention and focusing on what the speaker says, and comparing that to your own experiences.

<u>Empathic listening</u> – listening and responding with both the heart and mind to understand the speaker's words, intent, and feelings. ["Everyone's life is so singular, so unique. Who will listen to understand that uniqueness?" Stephen R. Covey …. The Seven Habits of Highly Effective People.]

<u>Say</u> … ➥

- ✎ First four levels come from the listener's paradigm/experiences;
- ✎ the fifth comes from the listener entering the speaker's paradigm/experience.
- ✎ To be an effective, an empathic listener you must try to get into the speaker's place.

You've heard the old saying...If you want to know what I'm experiencing, "Walk a mile in my shoes." Well, here's an improvement on that old saw: "In order to walk the mile in the other person's shoes ... you have to take off your own." This is what is meant when I say, to get into the speaker's paradigm...you have to set aside your thoughts, your values, your concerns...empty yourself...take off your shoes!

Review & Display…. *Here are some tips for better listening as a Eucharistic Visitor…*➥

Tips for Best Listening:

Consider your greeting:

How do you feel today? – Invites a list of symptoms, given to a number of "hospital" people already this day.

How are things going today? – Invites the person to talk about a number of things, for example, who's stopped by or hasn't; meal was good or wasn't; what they are experiencing in way of comfort or discomfort, and so on.

Hello! I thought I'd stop by with communion. Is this a good time for you? -- Gives the person an opportunity to choose…to invite you in. Works even if you called ahead, as things can change.

Show your commitment to being present through your body language – posture, gesture, eye contact, and so on.

If possible, be seated. [Standing makes it appear you are in a hurry.]

Sit face to face with the person. [Now, it will be easier for you to maintain a natural eye to eye contact, and show your undivided attention to the person and what he/she is saying.]

Occasionally, reflect back what you have heard them say – be sure to reflect not only the words, but the feelings you heard expressed as well. Ask questions to assure you have captured the content and feelings accurately. Asking the question allows for clarity and understanding.

AVOID the following to achieve effective listening

1) ***Advising – giving counsel, advice, and solutions to problems.***
2) ***Probing – asking questions from you own frame of reference or agenda. Do not ask questions simply out of curiosity.***
3) ***Interpreting – explaining another's motives and behavior based on your own experiences – Trying to figure someone out.***
4) ***Evaluating – judging; either agreeing or disagreeing. Do not tell someone, "You must not feel that way …" We are powerless to change how we feel. Do not freely offer opinions. If compelled to offer opinion, label it clearly just as that, your opinion.***
5) ***Supportive/Empathic listening involves encouragement by your word or demeanor if the person is to continue sharing. You might say something like, "This must be very difficult for you to talk about.***

When you get lively issues with long histories … this is an opportunity for you to refer to an appropriate person.

Crying – If the person feels moved to cry in your presence, consider yourself privileged to be allowed to witness and to share in the person's pain. Be careful to allow the possibility of healing and do not console prematurely; do not squelch the tears because of your own discomfort.

Listening is done with more than just our ears. It also involves listening with your eyes and your heart and your mind. [Remember there is an "ear" in the middle of your h-ear-t!

Listening is a part of noticing.

Ask…➥

Say … ➥

Watch the time…bring them back together, ask the groups to report out…and collect their responses on a flip chart or transparency.

What gets in the way of effective Listening and therefore noticing?

Please work in your small groups to find answers to this question. Use the brainstorming technique we used earlier today. You have _____minutes to find as many barriers to effective listening as you can. Be prepared to share your work across the room.

Indeed these may be barriers, let's explore how we can over come them. Now...let the people identify solutions to the barriers, record them exactly as you hear them. When they seem to be done...Go back and fill in the gaps....with the following and/or your own ideas:

Lack of time – If they really get going and you don't have the time ask, "May I come back ...?" – And then, be specific as to time and date when you will come back.

Unmet personal needs – You may be in pain or have pondering huge problem; you may be facing a series of medical tests yourself, or other such concerns. At such times, do not provide the other person with an opening for in depth conversation regarding your needs. Respect your own needs while safeguarding the needs of the person to whom you are ministering.

Painful topic(s) – such as bereavement, widowhood, terminal illness, and so forth. Prepare in advance; seek to know as much as you can about the person you are going to visit, before you visit.

Distractions – Television, attendants, neighbors, and so on. Ask permission to turn off television or radio, or ask if it is an

Lecturette
Say … ➥

inopportune time to visit and when would be a good time to return.

Say …& Make these points ….➥

There are times when our own personalities, characteristics, get in the way of our being present for the other person. Let's talk for awhile about "the Helping Personality" and how it differs and should be separated from your call to ministry.

- ✤ Some Eucharistic Visitors need to rescue others –
- ✤ Sometimes our own sense of worth gets caught up in how much we help.
- ✤ We think, "If we fail to make someone better by the time we leave, our worth is somehow less."

Review this handout…and as you do draw a cross in between the columns…there's room for you to do this…makes a powerful point…

Ask people to take out their calendars…. and say … ➥

What one can do? What one should do to avoid these pitfalls?

Part Thirteen:

Responsible vs Responsibility Handout

Lecturette
Quickly review these items ➥

Make a date with yourself, to examine your words and actions ... and plan steps to take to replace any ineffective behaviors with effective behaviors.

People say the Darndest Things &Confidentiality

Confidentiality … what it is and what it is not
Building trust … fiduciary relationship
Clarify these points with your own clergy:
What needs to be shared with clergy? –
What needs to be reported elsewhere?

Say … ➥

Note: As a facilitator you should be prepared to cover these topics from your own experience, education, and practice.

Before we move on to the next segment, there are usually a couple of other things lingering in people's minds ... that we haven't talked about ... such as:

- ✎ Praying extemporaneously and praying using Book of Common Prayer

Part Thirteen-A

You will need to bring out a communion kit. Demonstrate what is in the kit first, talking about each of the pieces. As you demonstrate, talk about respecting and using the home/space of the other person.

Note: Distribute optional services for home communion. Allow time for practice even if you give up time for role plays.

Transition to role play **...say➥**

Use of Role Play Use role plays to reinforce learning.. Two sets of four are provided for you in Appendix B. for you in the appendices, but feel free to create your own.

[Part Eighteen deals with The Rite. You may feel it more appropriate to cover it in conjunction with the Role Plays.]

Transition to next segment

- ✎ Flexibility in adjusting the service based on circumstances

What, if any, questions/concerns do you have regarding these two topics?

Practical Things & Practice

The communion kit.

- ✝ components
- ✝ preparing the table
- ✝ serving the sacrament
- ✝ clearing the table

Practice setting the table.
Practice serving the sacrament.
Practice clearing the table.

"We will use 'role plays' [contrived situations] to prepare ourselves for Eucharistic visits. Each of you will get an opportunity to be the Eucharistic Visitor as well as an opportunity to be the one who is visited. When you are this person, go ahead, ham it up! Play your role to the hilt, giving the EV an opportunity to try out his/her gifts and skills."

- ✎ Break class into groups of two, three, or four so each can take turns being the EV, the visited, and if enough folk, an observer.
- ✎ After each as had their turn in the various roles, allow the small groups an opportunity to debrief what they just went through.
- ✎ Each group should be able to report their key learning points, share their concerns about the future based on the role play, and their "What ifs...?"
- ✎ Bring group back together; collect the data they offer in reports – especially concerns; after all groups have finished reporting out, respond to concerns and what ifs.

Part Fourteen:

Lecturette.

Say … ➥

The Week Before the Visit

Set aside a period of time, a week, before your visit to the other as an opportunity for you to ponder, to consider prayerfully –

To where it is might you be called?
What is it like to live in this place?
With these people?

[It is a time where you can mentally try on the other person's shoes.]

Here is a basic checklist to help your pondering and to help you in your ministry.

Say … ➥

Before the Visit Checklist

- ***Pray for the person you are to visit – even before you arrange the visit.***
- ***Learn about the person you are to visit. [Contact clergy, EV who made previous visits, family, friends, etc.]***
- ***Ask yourself about your own expectations for the visit.***

Review and discuss these last three items…Important to stress need to follow parish processes for Eucharistic Visitor ministry….

You will find this pondering and preparation leads to more effective listening, to noticing, to effective Eucharistic Visitor ministry. However, one also needs to make the practical preparations for his/her ministry.

Before the Visit Checklist continued….

- ***Make the appointment***
- ***Who may accompany you on the visit***
- ***Follow parish custom for deploying EV***

Transition to the next module…. Say ..➥

Ask …➥

You have had an opportunity to begin to look at your gifts and skills for Eucharistic Ministry... maintaining them, strengthening them will become important to your ministry and personal spiritual journey.

Session III: What questions and concerns do you have before we move on to "The Visit" itself?

Part Fifteen:

Say … ➥Note: Feel free to do a brief lecturette…charge participants to read the two documents as homework and preparation for their visit…and cover, as needed, on Day Two.

Who you will encounter & where you will encounter them?

The Psychology of the Sick Bed

We will begin this segment by thinking about what James A. Miller has to say about the psychological characteristics of illness... Please, review the handout....

Distribute, Display &Review briefly each of Miller's five points…➥ Direct participants to consider them more fully between now, their first Eucharistic Visit and the return to class. Say … ➥

Five (5) Psychological Characteristics of Illness

[NOTE: Only do the following activity if there is enough time for the discussion that is apt to follow.]

I mention them to suggest that they are normal reactions to betrayal by one's body. When you encounter them – do not be alarmed, unless of course, they become hallucinatory.

Set up brainstorming activity to heighten participant awareness and to collect their thoughts on how people deal with illness …. say …➥

Another piece you should read to begin to understand the "meaning of being ill" is taken from J.H. Vandenberg's The Psychology of the Sick Bed and a small portion is included here for you to read.

"The Meaning of Being Ill" from J.H. Vandenberg's Psychology of the Sick Bed

"Vandenberg creates a picture in my mind that I'd never thought of before...How about you?

****OPTIONAL ACTIVITY****

Let's take a few minutes to work in your small groups to think how people might deal with getting sick, being confined, or limited in some other way.

As groups report out…collect their responses on flip chart or transparencies…summarize their work…fill in gaps as you hear/see them…

When done, say … ➥

You have _____minutes to identify as many behaviors as you can ... be prepared to share them across the room."

Note: cover the following handout, even if you choose not to do the activity above.
Say...➥

"Good work. Your work thinking and work here will help you prepare for what otherwise would be unexpected behavior(s) on your visits. However, understand ... what you've identified is not meant to be a listing complete unto itself. There may be other behaviors ... there may be none. The readings and the activity is to raise your awareness to what being ill, confined, or restricted is ... from the other person's shoes....and to help you "notice" and to be present for the other.

Distribute, Display & Review ➥

What might I do in response to some behaviors I encounter?"

Here are some tips:

Chronic illness and how people respond

Listening to a depressed person

- ✎ *Avoid "jollying" them.*
- ✎ *Identify resources and personal strengths.*
- ✎ *Do not dwell on feelings, which generally tend to overwhelm them.*
- ✎ *Listening to the chronic complainer*
- ✎ *The "yes, but(s)…." mean there is no intention to taking any steps to correct their situation or may indicate they do not have the inner resources to do it.*
- ✎ *It is possible to be overwhelmed by chronic complainers – to become frustrated, angry, and exhausted by them. Watch for signs of these feelings within yourself, and*
- ✎ *Pray for them; empathize with them but do not sympathize, and*
- ✎ *Limit your time.*
- ✎ *Listening to the silent or unresponsive*
- ✎ *Listening to the grieving*
- ✎ *Denial – a protection from pain – do not try to force a person to face reality*
- ✎ *Anger – do not let it be turned inward*
- ✎ *toward self, rather guide it outward toward an appropriate object*
- ✎ *Bargaining – again , do not squelch*

Session IV:

Part Sixteen:

Lecturette
Display & Ask ... ➥

The Visit

The Visit

Say ... ➥

Display & Review ➥
Important for participants to work with their clergy and Altar Guilds regarding setting up, the kit, etc....

Transition to the next segment.

Day of/Immediate Preparations
What do you say … to God, before you go?
…. to the people to whom you minister?

Again, there are the practical considerations you must heed:

Day of/Immediate Preparations continued….
- ✎ **Setting up**
- ✎ **The kit – identifying the parts**
- ✎ **Leaflet [suggested form to use]**
- ✎ **Discerning prayer concerns**

Part Seventeen:

Lecturette

Say … find your own words based on what you've said and heard today ➥

Ask … ➥

What You Do & Why; What You Take; How You Dress; Getting Started

What you do & why … tie back to the beginning, the theological & historical foundation you built in the beginning...for this ministry
What will you take? ... collect & summarize their responses...both the practical [kit, etc.] and the spiritual [open heart, uncluttered mind, etc.]
How will you dress? ... Gather their ideas....summarize and stress "appropriateness for where they are going and to whom they are paying the visit...respect for both is needed."
How will you get started? ... Ask them to think back to what they have learned about noticing, about being present, and being attentive to the one they are visiting...Collect now their ideas and summarize ... stressing the need to build trust with the person they are visiting, to make them comfortable, to bring the community to the person, to prepare the person and him/herself for receiving the Body and Blood of Christ.

Part Eighteen:

Quickly review the sample leaflet you distributed earlier. Remember, their clergy in charge will decide which form they are to use.

The Rite

Discuss briefly ➥

Elements of the rite of service – leaflet
- ✝ Setting the table
- ✝ Ministry of the Word
- ✝ Remarks on Scriptures

Part Nineteen:

- ✞ Distributing the Eucharist
- ✞ Including others
- ✞ Closing prayer
- ✞ Cleaning up

Hospital & Nursing Home Visit ... How they are different and/or the same....

Display & Say ... *"As we look at what needs to be done when we get back, after the visit, you need to remember to work with your clergy and Altar Guild to clarify the procedures used in your parish."*

After the Visit

Part Twenty:

Say ... ➥

After The Visit Checklist

A. Reporting back and record keeping: Documentation – Registry
B. Informing clergy of special needs
C. Kit clean up – Altar Guild

Display & Review ➥

Note: Talk about your own experience with writing a word for word summary, how it was helpful and so on.

Closing of Day One

"In addition to what you already have to do ... reflecting on your gifts and skills and prayer life, reading the articles on the psychology of the sick bed, between now and our next meeting,

Homework for Day Two:

1. Make at least one Eucharistic Visit with a partner;

2. Write a word for word summary, as best as you can recall it, on the visit. You will share this recollection with the group.

Remember: We will next meet

Closing ....

What questions/concerns do you have regarding this assignment?

Thank everyone for their full participation.
Offer your own closing prayer.

Session V:

Part Twenty-One:

Say … ➥

Use a Round Robin to help people reconnect to one another and the learning they received when last together.

Say … ➥

Debriefing & Setting a Commission Date

Welcome; Opening Prayer; Reconnecting

❖Take a few minutes to welcome everyone back, and then begin with a prayer.

❖Pray spontaneously or select a prayer that fits the day, the purpose of the gathering.

Round Robin to Reconnect Activity

"We will use a round robin to warm us up, to bring us together again, and to reconnect us to the learning we shared when last together. Here's how the Round Robin will go:

- ❖ Right now, think of one or two things you learned when we were last together that helped you on your first Eucharistic Visit.
- ❖ When it is your turn, share one, only one, of those things....do not be concerned if someone else has already named the one you want to name...repetition is a good thing...it helps us remember valuable ideas & tools.
- ❖ You will be allowed one pass...simply say, pass...and we will come back to collect your contribution!
- ❖ Okay? What questions do you have before we begin?"
- ❖ Then....ask someone to volunteer...and move one direction or another around the circle/room, so all are included.
- ❖ Thank everyone for participating in the round robin.

Use their remarks to segway into the next piece.

Part Twenty-Two:

Say ➥

Break the group into pairs and/or trios, depending on the class size or count.

You might count off by twos or threes, or you might simply ask them to form these groupings…do it quickly though!

The bulk of today's time needs to be for sharing the verbatim reports they've written. So, though

Debriefing the Visit

"We will take another ____ minutes to share what we have learned, this time about what we learned about our gifts & skills ... through our internal

important …this piece needs to be kept fairly short.
Say … ➥

Note: You need to write each participant a note re his/her report…as the participants will be looking for your input, feedback, and coaching…Between classes, consider how you will do this, and explain it as part of the guidelines.

Note: You should calculate the number of minutes you can give for the reading of each verbatim report, and for exchange…. It might be worthwhile, if group is large, to hold comments until all have finished reading their reports.

preparation for the visit, and the visit itself. Let's do this in pairs/trios. When we are done, we'll take a few minutes to address any major concerns you have or points you want to share across the room."

Bring the group together ....**state** the number of minutes you have for questions/comments....and then segway to next piece.
We are about to share our first Eucharistic Visits with one another. Let's set a few guidelines ... as we speak, listen, and interact with one another....

Reading/Listening to Verbatim Reports

a) ***Empty your self of all other concerns; be present for one another;***
b) ***If you'd like, make notes to yourself as you listen, so if you want to offer comments or ask questions later you can.***
c) ***Keep your focus on "noticing" and on "being present" for the other.***
d) ***When reading, read slowly, clearly, and loud enough for all to hear.***
e) ***If you cannot hear, let the speaker know.***
f) ***…***
g) ***…***
h) ***….***
i) ***….***

Ask … ➥

Be sure to thank folks for participating in this learning exchange.
Encourage them to keep a journal about their Eucharistic Visitor ministry.

Say … ➥

Now...that we've covered the visits you've made...What practical concerns do you have?
Listen and respond to their questions and concerns...
Make notes for improvement.

"It is advisable to find ways to build support for and to grow in your ministry. Some things you might do – Journal; find a learning partner within this group

Part Twenty-Three: to share experiences with; decide to have a class reunion – to see how people are progressing; form a network with the other Eucharistic Visitors in your parish, area council...be creative!"

Display & Review ➥

It is important that students understand who needs to do what in order for them to receive their licenses to begin their ministries.

Setting a Commissioning Date

Licensing Procedure
for
Eucharistic Ministers and Eucharistic Visitors

1) ***Attend workshop; sign the Attendance Sheet. [Instructor returns Attendance Sheet to Christian Formation Office.]***
2) ***Students receive "Certificate of Completion" at end of the workshop from the Instructor.***
3) ***Students give their clergy in charge the "Certificate of Completion. [Students should keep a copy of this document for their own records.]***
4) ***Clergy in charge sends "Application for License" to the Christian Formation Office, prompting the sending of the license. [NOTE: Applicants for Eucharistic Visitor license must have completed the Sexual Exploitation/Harassment Prevention Workshop.]***
5) ***License(s) will be sent by the Bishop's office to the clergy in charge. A copy is presented to the person being licensed, and the original is kept in the parish files.***

Renewal of licenses is based on a three-year cycle.

Distribute handout which has a sample Commissioning Service for Eucharistic Ministers and Eucharistic Visitors. Speak to how this is done at your parish and invite input from participants how they have seen it done in their own parish.

Commission Service for EM/EV Handout

Part Twenty-Four:

Say … ➥

Closing of Day Two

"We'll take just a few minutes to cover any concerns you have before we take our leave from one another: What lingers in your mind? What is unanswered that will help you in your ministry? If you like, note the question on the "Question(s) Yet Unanswered" cards...be sure to note your e-mail or snail-mail address on the card as well."

- ❤ Need to be conscious of time and of relationships here...if some questions can be better answered on a one-to-one basis...do that...otherwise....deal with them here...If you are going to run over the time limit...Need to ask permission to do that...
- ❤ Thank everyone for their participation...and wish them well in their ministry....
- ❤ Hit the key points ... of this ministry one more time
  – being in community;
  -- being present;
  -- noticing;
  -- the need to work with their clergy and folks back home; and
  -- of the certification process.
- ❤ Be sure you have ....
  – the attendance sheets signed & turned in to you;
  – the "Question(s) Yet Unanswered" cards.
- ❤ Close with a prayer ... might use a prayer in which they can make their own intercessions....

Appendix A: Role Plays

1) Person being visited: Is in the hospital. She just had a baby that has died. The father is present as well. This was their first pregnancy.	2) Person being visited: Is at home. The funeral of his/her only child and his/her mother [who both died of smoke inhalation from a fire] was two days ago.
3) Person being visited: Is at home. He/she has been ill and is slowly recovering. He/she has few visitors, is aging rapidly and unable to get out and about on his/her own. He/she is a widower/widow...and has children, grandchildren, but they rarely visit.	4) Person being visited: Is in a nursing home. He/she cannot hear nor see very well. This is a new residence for him/her. The move was to make it easier for daughter to visit, but she is so busy, she can't visit as often as she likes. The person you are visiting is lonely and seems to be losing track of time and sense of where he/she is at.

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